

THESIS

**THE IMPLEMENTATION OF THIEVES STRATEGY TO IMPROVE
STUDENTS' ABILITY IN READING COMPREHENSION AT
MTs ISLAMIYAH HUTAGODANG**

*Submitted to Faculty of Tarbiyah Science and Teacher Training UIN-SU Medan as a
Partial Fulfillment of the Requirement for S-1 Degree*

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Assalamu'alaikum Wr.Wb

Dengan Hormat,

Setelah membaca, meneliti dan memberi saran-saran perbaikan seperlunya, terhadap skripsi mahasiswa a.n. **Desrayanti Sullama** yang berjudul: **The Implementation of THIEVES (Title, Heading, Introduction, Every first sentence, Visual/Vocabulary, End of the text, and Summary) Strategy to Improve Students' Ability in Reading Comprehension at MTs Islamiyah Hutagodang**, maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi syarat-syarat untuk mencapai gelar sarjana (S.Pd.) pada Fakultas Ilmu Tarbiyah dan Keguruan UIN-SU Medan.

Demikian surat ini kami sampaikan, atas perhatian saudara kami ucapkan terima kasih.

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri. Kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Apabila dikemukakan hari saya terbukti atau dapat dibuktikan skripsi ini hasil ini hasil jiblanan, maka gelar dan ijazah yang diberikan oleh universitas batal saya terima.

Medan, April 2017

Yang membuat pernyataan

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ABSTRACT

Desrayanti Sullama: The Implementation of THIEVES Strategy to improve students' ability in reading comprehension at MTs Islamiyah Hutagodan. A Thesis Faculty of Tarbiyah and Techers Training, State Islamic University of North Sumatere, Medan 2017.

Keyword: Ability, Reading, THIEVES strategy

This research aims to find out the improvement of students' ability in comprehending reading text by using THIEVES strategy. The subject of this study are the students grade VIII-A of MTs Islamiyah Hutagodan. They are consist of 23 students. The research of this study is conducted by using Classroom Action Research. The techniques of analyzing the data of this research apply qualitative and quantitative data. The qualitative data are taken from observation sheet, interview and documentation. The quantitative data are taken from reading test. The data are taken from the result which is carry out in two cycles. The tests are given to the students in form of pre-test, post –test I in the first cycle, and the post-test II in the second cycle. Based on the data, there is an improvement on the students' ability in comprehending reading text from each cycle. It is showed from mean of pre-test was 56,08. There are 3 students who get succesful criteria score or it is only 13,04%. After doing cycle I by using THIEVES strategy, there is improvement of the result of the students' mean is 69,13. There are 7 students get successful criteria score or it is only 30,43%. Then doing cycle II, there is improvement of students' mean is 77,82. There are 20 students get successful criteria score or it is only 86,95%. The result of the data shows that the students are more interest and motivate in comprehending reading text and they are enthusiastic during teaching and learning process by THIEVES strategy. The students are active and they seem enjoy working in the class. The result of the research shows that THIEVES strategy significantly improve students' ability in comprehending text.

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The writing of this *skripsi* entitled “The Implementation of THIEVES (Title, Heading, Introduction, Every first sentence, Visual/Vocabulary, End of the text, and Summary) Strategy to Improve Student’s Ability in Reading Comprehension at MTs Islamiyah Hutagodang.”

”. This *skripsi* is written to fulfill one of the requirements to obtain the *Sarjana Pendidikan degree* at the Department of English Education, Faculty of Tarbiyah and Teachers Training, State Islamic University of North Sumatera.

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The Writer

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CHAPTER I

INTRODUCTION

A. Background of Study

Reading as one of the four language skills take much portion of time in teaching and learning process in the class. In improving reading skills, the students have to realize that the aim of reading the text is to comprehend reading test and to get information. Reading as an important role in language learning and it would be better that is teaching wisely done.

Grabe and Stoller state that reading is an ability to draw meaning from the printed page and interpreted the information appropriately.¹ From the quotation above, reading means that to find out the messenger or information that the writer put into the text as efficient as possible.

In the classroom practice, the reason of reading is reading for information. In order to get the information, students need to comprehend what they have read. Comprehension means an understanding of the information that words and sentences are communicating in a reading text. So Reading comprehension is one of essential materials of teaching English that is given for students.

Reading comprehension is a good way to develop and understand English. In reading comprehension, students should be able to read English text effectively and efficiently. In reading comprehension, the students do not read the text only, but they

¹ William Grabe and Fredricka L.Stoller. (2002). *Teaching and Researching Reading*. Great Britain : Pearson education. p.9

want to know about the content of the text. To become a good reader, students should have a particular purpose before they interact with the text.

In reading comprehension, students are expected to have knowledge and ability to understand about the content that has explained in the text. It means the students need to learn a considerable amount of information of a text. Therefore, students need some abilities to understand and remember main ideas as well as number of details that elaborate the main and supporting ideas in the text. They also need to link the text to their knowledge base.

However, the fact shows reading text is not an easy thing. Base on the my experience in PPL (Practical Teaching Practice), the students have some problem in reading comprehension, such as most of students are difficulties in reading comprehension even though they have done it for many years. They did not know how to comprehend a text and get some information from the text, though the students sometimes knew the meaning of the words, but they got difficulties to convey the meaning to the whole paragraph. Moreover, during reading activity in teaching and learning process, students often lost their focus and consequently they talked to their friends for other business, and considered reading a text was not uninteresting activity in learning english, when teacher asked them to tell some information from their reading text, most of them did not have some ideas or opinion to clarify the information in the reading text, so the process of teaching reading did not run well.

Those problems of reading comprehension can be caused by two factors. First the students did not have good motivation to read because the text was not interesting, and they should comprehend every word of the text. Second, the students were lack in vocabulary, so if they wanted to understand the text, they must kept on looking up the

words in a dictionary to find out the meaning of the words. Besides of it, Strategy which used was not suitable. Commonly, teacher taught reading comprehension by translating the reading text, so the students knew the meaning just from the teacher. Because of this situation, the students got bored and uninterested in reading comprehension.

Nowadays in teaching reading, the teacher focused to the students' English book. Teacher only asked the students to read the text aloud in the class and rarely to explain what the meaning of the text. They only read and got the meaning of the text from their teacher, or they did reading by reading the text from the beginning until the end, and when they found some difficult words they stopped to read and to look for the meaning of the words in the dictionary. Therefore, it could be concluded that this strategy was not appropriate to be applied in the classroom.

In teaching learning, many strategies of teaching can be used to help students comprehend the lesson and make the teaching learning-process easier. In order to increase the students' ability in learning reading, the teacher should be able to find an interesting strategy. Therefore, the students will be enjoyable in reading. I introduced a strategy in reading that is called "THIEVES" (Title, Heading, Introduction, Every first sentence, Visual/Vocabulary, End of the text, and Summary) Strategy. THIEVES Strategy is a strategy that helps students go through all the necessary pre-reading steps before diving into a textbook chapter. Students learn how to "steal" information from the title, headings, introduction, every first sentence, visual/vocabulary, end of the text and summary. In this strategy the students are easier to find out information from the text. In this strategy the student is given the opportunity to find out the information before they read until they get motivation in learning English especially in reading.

Based on the explanation given, the writer would like to conduct a research on reading with the title “The Implementation of THIEVES (Title, Heading, Introduction, Every first sentence, Visual/Vocabulary, End of the text, and Summary) Strategy to Improve Student’s Ability in Reading Comprehension at MTs Islamiyah Hutagodang.”

B. Identification of Study

Based on the background of study above, there are many problems faced by students in learning English can be identified as follows:

1. The students are difficult to find out the main idea in a text
2. The students are difficult to get information from a text
3. The teacher seldom used various techniques in learning process

C. Limitation of Study

This study is limited only to the effect of THIEVES (Title, Heading, Introduction, Every first sentence, Visual/Vocabulary, End of the text, and Summary) Strategy on students’ ability in reading comprehension.

D. Research Question

1. How is the students’ ability in reading comprehension?
2. How is the implementation of THIEVES (Title, Heading, Introduction, Every first sentence, Visual/Vocabulary, End of the text, and Summary) Strategy improve the students’ ability in reading comprehension?

3. Can the application of THIEVES (Title, Heading, Introduction, Every first sentence, Visual/Vocabulary, End of the text, and Summary) Strategy improve the students' ability in reading comprehension?

E. Objective of Research

1. To improve the students' ability in reading comprehension.
2. To improve students' ability in reading comprehension by implementing THIEVES (Title, Heading, Introduction, Every first sentence, Visual, End of the text, and Summary) Strategy
3. To improve the students' ability in reading comprehension through THIEVES (Title, Heading, Introduction, Every first sentence, Visual/Vocabulary, End of the text, and Summary) Strategy.

F. Significance of Study

The finding of this study will be useful for

1. For the students: to improve students skill in learning reading comprehension and have good reading after they learn THIEVES (Title, Heading, Introduction, Every first sentence, Visual/Vocabulary, End of the text, and Summary) Strategy.
2. For the teacher: as source of information for english teacher to improve the quality of english teaching learning process.
3. For the researcher: it is useful as source of information for further related studies and this study can be used by researcher to have new experience in the teaching learning process and gives an insightful knowledge of English proficiency

4. For the school: school It can give positive effect to the future in teaching learning process, especially in reading of recount text.
5. For reader: This research is hoped that it can give more beneficial information and knowledge to the reader.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

To conduct a research, theories are needed to explain some concepts and terms applied in research concerned. Therefore, the clarification of the concepts will minimize possible misunderstanding between the writer and the readers. In order words, they are very important to be explained, so that the readers will get the points clearly.

A.1. Reading

A.1.1. Definition of Reading

Allah SWT reveals in Surah Al-Alaq verse 1-5 Holy Qur'an:

(2)	(1)
(5) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (4)	(3)

Meaning :

*Read: In the name of the Lord Who create. Create the man from a clot. Read:
And the Lord is the Most Bounteous, Who teach by the pen. Teach the man that
which he knew not. (Al-Alaq:1-5)²*

² Mahmud Rasyid. 1990. *The Qur'an on English Translation Meaning of the Qur'an*. Libanon: Darul Choura, p.57

The first word of this verse is IQRA! that means read. The verse above means that if we want to know something we must read. If we want to get some information or knowledge, we have to read. By reading much, it can enlarge our knowledge.

Grabe and Stoller State reading is the ability to draw meaning from the printed page and interpret this information appropriately.³ It means that when a reader interacts with printed pages, their prior knowledge combine with the visual or written information result in his comprehending the message.

Deborah Dalek and Nancy Anter in their book define reading as: (1) Reading is two-way communication between an author and a reader (2) Reading is interpretation and understanding (3) Reading is a process (processes) (4) Reading is thinking.⁴

According to Douglas, Jerry, and Edward Reading is a complex process complex to learn and complex to teach.⁵ Reading is a form of communication, using written language or symbols (text).

Reading is essentially a complex that involves many things. It is not only recite the text, but also involves a visual activity, thinking, psycholinguistics, and

³ William Grabe and Fredricka L.Stoller. 2002 *Teaching and Researching Reading*. Great Britain : Pearson education,. p.9

⁴ Deborah Dalek and Nancy Anter. 2004. *Critical Reading for College and Beyond*. New York: Mc.Graw Hill.

⁵ Douglas Carnine, Jerry Silbert, Edward J.K.Direct. 1979. *Instruction Reading*. USA: Merrill Publsiing Company.

metacognitive. According to Elizabeth, Reading is a process of looking at a written or printed symbol and translating it into an appropriate sound.⁶

From the definition above, we can conclude that reading means that to find out the messenger or information that the writer put into the text as efficient as possible. Reading is the interacting between the reader and the writer through the printed text which requires the readers to bring their own knowledge of a language to recognize that print of the words, sentences and paragraph, and to interpret the author's message.

There are three models of the reading process:

a. Bottom-Up Models

Suggest that all reading follows a mechanical pattern in which the reader creates a piece by piece mental translation of the information in the text, with little interference from the reader's own background knowledge. In the extreme view the reader processes each word letter by letter, each sentence word by word and each text sentence by sentence in a linear fashion.

b. Top-Down Models

Assume that reading is primarily directed by reader goals and expectations. Again, such a view is general and metaphorical. Top-down models characterize the reader as someone who has a set of expectations about text information and sample enough information from the text to confirm or reject these expectations.

c. Interactive Models

278 ⁶ M.E.S Elizabeth. 2012. *Methods of Teaching English*. India: Discovery Publishing House, p.

Interactive model of reading, again as general metaphorical explanation. This simple idea behind this view is that one can take useful ideas from a bottom-up perspective and combine them with key ideas from a top-down view. So, word recognition needs to be fast and efficient, but background knowledge is major contributor to text understanding, as is inferring and predicting what will come next in the text.

A.1.2. Purpose for Reading

When we begin to read, we actually have a number of initial decisions to make, and we usually make those decisions very quickly, almost unconsciously in the most cases.

1. Reading to search for simple information and reading to skim

Reading to search for simple information is a common reading ability, reading ability though some researchers see it as a relatively independent cognitive process. In reading to search, we typically scan the text for a specific piece of information or a specific word. As an example, we usually search through a telephone directory to find key information, either an address or a phone number.

2. Reading to learn from texts

Reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text. It requires ability to:

- a. remember main ideas as well as a number of details that elaborate the main and supporting ideas in the text
- b. recognise and build rhetorical frames that organize the information in the text

- c. link the text to the reader's knowledge base

3. Reading to integrate information, write and critique texts

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources. These skills inevitably require critical evaluation of the information being read so that the reader can decide what information to integrate and how to integrate it for the reader's goal.

4. Reading for general comprehension

The notion of general reading comprehension has been intentionally saved for last in this discussion for two reasons. First, it is the most basic purpose for reading, underlying and supporting most other purposes for reading. Second, general reading comprehension is actually more complex than commonly assumed. Reading for general comprehension, when accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skills in forming a general meaning representation of main ideas, and efficient coordination of many processes under very limited time constraints. Practice in reading and looking for information under pressure of time.⁷

A.1.3. Definition of Reading Comprehension

⁷ Michael J. Wallace. 1980. *Study Skills in English*. New York. Cambridge University, p.7

Reading consists of two related processes, word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Eskey stated "comprehension is always directed and controlled by the needs and purpose of an individual and crucially depends on that individual's background knowledge."⁸ It is also stated that word recognition is a process of accessing and recognizing individual words.⁹ Meanwhile, comprehension is the process of making sense of words, sentences and connected grammatical knowledge, experience with text and other strategies to help them understand written text.

Comprehension is also a constructive process in which student creates meaning based on their background knowledge.¹⁰ Reading becomes an involving between a text and a reader's background knowledge.¹¹

Reading comprehension is remarkably complex, involving many processing skills that are coordinated in very efficient combination.¹² Reading comprehension is in its most obvious sense, the ability to understand information in a text and interpret it appropriately. Because we also read for different purposes, there are many ways to read a text, further complicating any definition. Seen in this light, the ability to read is a remarkable type of expertise that most humans develop, it is not generally well

⁸ Neil J. Anderson. 1999. *Exploring Second Language Reading Issues strategies*. Provo: Heinle Publisher, p.38

⁹ Kristin Lems, Miller LD and Soro TM. 2010. *Teaching Reading to English Language Learners: Insights from Linguistics*, New York: The Guilford Press, p.65

¹⁰ Thomas Gunning. 2010. *Reading Comprehension Boosters*. USA: Jossey-Bass.

¹¹ Kristin Lems, Miller LD, and Soro TM, 2010. *Teaching Reading to English Language Learners: Insights from Linguistics*, New York: The Guilford Press, p. 170

¹² Michael J. Wallace. 1980. *Study Skills in English*. New York. Cambridge University, p.4

understood, nor is its development widely recognised for the significant cognitive achievement that it is. We hope that readers of this volume develop a greater respect for the expertise required with any effort at reading comprehension.

Reading comprehension is a very complex activity.¹³ with comprehension means understanding what has been read. It is active thinking process that depends not only on comprehension skill but also on students' experienced and prior knowledge. Comprehension involves understanding the vocabulary, seeing the relationship among words and concept, the main idea, recognising the author purpose, making judgement, and evaluating.

A.1.4. Level of Reading Comprehension

Level of comprehension refers how far the students understand the information gotten from the text and which level that has been achieved.

1. Literal comprehension

That is the skill of getting primary direct literal meaning of a word, idea, or sentence in context. In this level, the readers know the words meaning, able to paraphrase or recall of details directly in own words.

2. Inferential comprehension

Inferential comprehension refers to the ability to go beyond what is stated directly, to understand what the writer means by looking for the inside meaning. In

Larry Lewin. 2003. *Paving the Way in Reading and Writing*. USA: JOSSEY-BASS.

this level, the reader is able to infer factual information, main idea, comparisons, causes-effects relationship which is not explicitly stated in the passage.

3. Critical Comprehension

Critical comprehension refers to the ability to make analysis, evaluation, judgment, and personal reacting about the ideas of information that writes offers in a passage. In critical reading, readers evaluate written material, compare the ideas found in the material with their previous knowledge and draw conclusion appropriately.

4. Creative Comprehension

Creative comprehension is to apply ideas from the text to new situations and to recombine author's ideas with other ideas to form new concepts or to expand old ones. In this level, the reader able to product a new idea, develop his new insight through the reading materials.

A.2.THIEVES Strategy

A.2.1. Definition of THIEVES Strategy

Strategy is one of important elements for the teacher in order to get success in learning process. There is a strategy that can be used by the teacher in teaching reading such as THIEVES, this strategy will give contribution for students in learning process. As stated by McAndrews, the strategy to provide

background knowledge and organizational structure for expository text by surveying parts of a textbook or other nonfiction text.¹⁴

According to Manz THIEVES is a pre-reading strategy that sets the purpose for reading using easily remembered acronym. Students learn how to “steal” information from the title, headings, introduction, every first sentence, visual/vocabulary, ending and summary. That the strategies used by the teacher in teaching reading not only simple in procedure but also can help the students to activated there the background knowledge in other to comprehend reading text.

THIEVES is one strategy to activate the background knowledge. In this strategy students learn to preview a chapter or a section of a chapter in order to organize the chapter’s information as they read it.¹⁵ This definition emphasize that THIEVES make the reading that much easier. Students will find that, after reading the main body of the text.¹⁶ They will be easy to find the most important information that they need about text, because they know how to be a thieves. As we have seen students may very well not know how to use their their textbook resources, alternatively they may know how to use those resources but nor understand the value of using them. So direct coachig on how to use what is available in a textbook can be a valuable use of your classroom time. One way to coach students in the used of textbook resources is a strategy called THIEVES.

¹⁴ Stephanie McAndrews L 2008..*Diagnostic Literacy Assessments and Instructional Strategies*. Chicago: The International Reading Association, Inc, p.181

¹⁵ Margot Kinberg. 2007.*Teaching Reading in The Content Areas for Elementary Teachers* . USA: SHELL EDUCATIONAL PUBLISHING, P.86

¹⁶ Adriane Gear. 2008. *Nonfiction Reading Power*. Canada: Stendhouse Publisher, p. 91

A.2.2. The Nature of THIEVES Strategy

Strategy is one of important elements for the teacher in order to get success in learning process. There is a strategy that can be used by the teacher in teaching reading such as THIEVES, this strategy will give contribution for students in learning process. THIEVES makes the reading that much easier. Students will find that, after reading the main body of the text, they will be easy to find the most important information that they need about text, because they know how to be a THIEVES. Moreover, Manz in Gear says that it has been developed for previewing textbooks. Teachers have been talking about determining importance and trying to find the main idea of a piece of text. Sometimes there is a lot of information on a page and not all of it is important. Then, According to Manz THIEVES is a pre-reading strategy that sets the purpose for reading using easily remembered acronym. Students learn how to “steal” information from the title, headings, introduction, every first sentence, visual/vocabulary, ending and summary. That the strategies used by the teacher in teaching reading not only simple in procedure but also can help the students to activated there the background knowledge in other to comprehend reading text.

A.2.3. Steps in THIEVES Strategy

In addition, Zwiers states that there are three steps of THIEVES in learn: Firstly, tell the students something such as “we now get to become can “steal” from the text before we actually read it. Secondly, model how to go through each of the items in acronym THIEVES. Use in overhead to write down the

information. Students can use the reproducible THIEVES practice with boxes for each letter and can give students a THIEVES bookmark to fill in as they read. Finally, after going through steps 1 and 2 students can use the THIEVES strategy in reading process.

Moreover, Brunner explains that there are three steps of THIEVES in learning process: the first step is tell students to preview the chapter prior to reading it. Next, explain the THIEVES acronym. Title (look at the title, and think about what will be included in the chapter. Think about what is already known about the topic). Heading (look at the heading. What are the heading topic? Think of ways to turn the heading into a question). Introduction (read the introductory paragraph and think of what is most important. Anticipate what will be included in the chapter). Every First Sentence (read every first sentence for each paragraph). Visual (look at photograph, maps, and other graphics. What do they illustrate? End of Chapter Questions (find the question in the margins at the end of each section and at the end of the chapter. Keep these questions in mind while reading the text). Summary (read the chapter summary). Recall what was read). Finally, facilitate student learning by modeling how to use this strategy until such time as they are comfortable with the steps in the process. In conclusion, THIEVES strategy is very important to students in reading comprehension.

A.2.4. The Elements of THIEVES Strategy

The elements of THIEVES Strategy as follows:

1. Title

What is the title? What do I already know about this topic?

Does the title express a point of view?

What do I think I will be reading about?

2. Headings

What does this heading tell me I will be reading about?

What is the topic of the paragraph beneath it?

3. Introduction

Is there an opening paragraph, perhaps italicized?

Does the first paragraph introduce the chapter?

What does the introduction tell me I will be reading about?

Do I know anything about this topic already?

4. Every first sentence in a paragraph

What do I think this chapter is going to be about based on the first sentence in each paragraph?

5. Visuals and vocabulary

Does the chapter include photographs, drawings, maps, charts, or graphs?

What can I learn from the visuals in a chapter?

How do captions help me better understand the meaning?

Is there a list of key vocabulary terms and definitions?

Are there important words in boldface type throughout the chapter?

Do I know what the boldfaced words mean?

Can I tell the meaning of the boldfaced words from the sentences in which they are embedded?

6. End-of-chapter questions

What do the questions ask?

What information do they earmark as important?

What information do I learn from the questions?

Let me keep in mind the end-of-chapter questions so that I may annotate my text where pertinent information is located.

7. Summary

What do I understand and recall about the topics covered in the summary?

Summarizing involves putting the author's ideas into a very brief form. To summarize a reading a passage, you must thoroughly understand it.¹⁷

A.2.5. Teaching Reading Comprehension with THIEVES Strategy

This activity will help students with comprehension by allowing them to preview the text structure in an organized manner.

¹⁷ Janet Maker and Minnete Lenier. 1982. *College Reading*. USA : Wadsworth Company.

This pre-reading strategy will allow students to “steal” information before they actually begin reading the text. Procedures of Thieves strategy in teaching reading comprehension:

- 1) the students are work individually
- 2) selects one of text which appropriate with the reading level with the eight grade.
- 3) writes component of THIEVES on whiteboard and explain the THIEVES acronym. a) Title: Look at the title, and think about what will be included in the text. Think about what is already known about the topic. b) Heading: Look at the heading. Think of ways to turn the heading into a question. c) Introduction: Read the introductory paragraph and think of what is most important. d) Every First Sentence: Read every first sentence for each paragraph e) Visual and Vocabulary: Look at photograph, maps, and other graphics. What do they illustrate? Look for important vocabulary words, and define them in the context of the chapter content f) Ending Read the last paragraph and think of what is most important. g) Summary: Collaborate the all of previous component of THIEVES and make summary from them.
- 4) The teacher gives students THIEVES worksheet and ask them to complete the worksheet based on text.
- 5) The teacher guides students to complete the components of THIEVES one by one. Students complete the worksheet without read all of body of the text

A.2.6. The Advantages of THIEVES strategy

The advantages of THIEVES strategy Based on the concept of THIEVES, the advantages of this strategy are:

- 1) Allow students to organize what they are reading.
- 2) Make more efficient use of their reading time.
- 3) Empower students to deepen their reading comprehension.
- 4) Associate what students read.
- 5) Provide students with a scaffold for active reading, whether they are reading independently or with coaching.
- 6) Make students get easy to understand what a mean from the text based on components of THIEVES.
- 7) Help students to identify important concept, establish a context for reading, and predict what ideas of the text.

B. Conceptual Framework

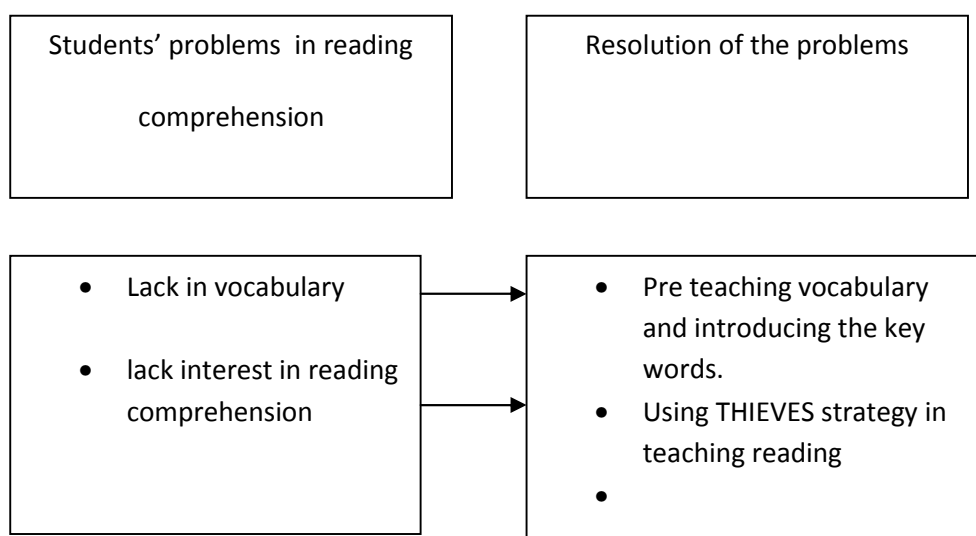
There are four skill that should be learn by students in English learning. they are : reading, writing, speaking, and listening. Reading is an important skill in life because we can get the information from reading, we can add our knowledge from reading. Therefore teaching reading should do carefully and affectively.

However, Some problems of reading in the grade VIII students MTS.s Islamiyah Hutagodang have difficulties to tell some information from their reading text, most of them did not have some ideas or opinion to clarify the information in the reading text. It can be detected from their difficulty to convey the meaning to the whole paragraph. The students also seemed get difficult in vocabulary. They are so struggle to translate every single word in reading text.

So many strategies that can use in teaching reading. In this research, I applied THIEVES strategy. THIEVES strategy is important strategy for English learners because they will need to think helps the students easier to find out information from the text. This strategy give the opportunity to find out the information before they read until they get motivation in learning english especially in reading.

THIEVES strategy gives the students the opportunity to find out the information before they read until they get motivation in learning english especially in reading.

I tried to use THIEVES strategy in reading text. To make the thought framework clearer, so it can be seen the following draft below:



This research, focus to improve students' reading comprehension especially to have some ideas or opinion to clarify the information in the reading text. By using THIEVES strategy, the students can be helped to improve their reading

comprehension and the teacher can be more active to teach reading comprehension to the students.

C. Related Studies

1. Irma's thesis (2013), under the title "The Implementation of Reciprocal Questioning Strategy on the Students' Achievement in Reading Comprehension at MTS. Al Jami'yatul Washliyah Sei Rampah". The population of this study is the third level students, which consists of 34 students. The instrument of collecting data, she used observation, interview, diary note, test, and documentation. Based on the test, the result in test I is 58, Test II is 68, and Test III is 76,32. It means the result is get increase from 58-76,32.
2. Nurhalimah's thesis under the title "The Implementation of Quantum Learning to Improve Students' Achievement in Reading Comprehension at the First Grade of MAL IAIN-SU. The population of this study is the first level students. The instrument of collecting data, she used observation, interview, test, and documentation. Based on the test, the result in test I is 53,64, Test II is 67,16, and Test III is 79,45.

D. Hypothesis

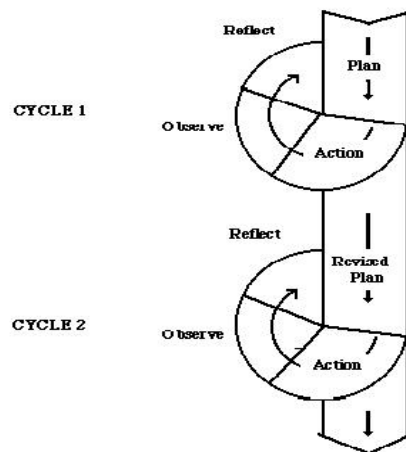
Ho= THIEVES (Title, Heading, Introduction, Every First Sentence, Visual, End of the Text, and Summary) strategy can improve students' ability in reading comprehension
Ha= THIEVES (Title, Heading, Introduction, Every First Sentence, Visual, End of the Text, and Summary) strategy can not improve students' ability in reading comprehension.

CHAPTER III

RESEARCH METHOD

A. Approach and Method of Classroom Action Research

The study was conducted by using class action research. This kind of research was used to improve the aspects of teaching and evaluate the success and or appropriate activities and procedures.¹⁸ The characteristic of action research was collaborative, which means in learning everyone contributed to understand the subject. In the research I focused on the students, the problems they faced in each meeting and came up with solution in the next meeting. In this case, I collaborated with the teacher. Kemmis and McTaggart have developed a simple action research model. (see figure 1)¹⁹.



Based on Kemmis and Mc Taggart's action research design above, I would like to describe the implementation of action classroom research in the cycle I and cycle II, as following:

I. The first cycle

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¹⁸ Jeremy Harmer. *How to Teach an Introduction to Practice of English Language Teaching*. Malaysia: Longman. 2003. 334

¹⁹ Valsa Koshy , *Action Research for Improving Practice*. p. 4

I investigated the students' attitude of reading comprehension, identify the students' problem in reading and measured the students' reading comprehension.

a. planning

In planning, prepared everything that was related to the action that done and it was also prepared everything that needed in teaching learning activity. There were many activities that were done in planning, they were:

1. prepared the lesson plan
2. prepared the pre-test in order to know basic skill of students' in reading comprehension
3. Interviewed the english teacher in order to know the students' ability in reading comprehension and students' backgorund
4. prepared the observation sheet in order to know the development that was exist during the applied THIEVES strategy and also see the students' reaction and the condition as whole
5. Interviewed the students to predict their problem in reading comprehension and to gain their comment about the reading comprehension
6. Designed the procedure of THIEVES strategy in teaching reading comprehension

b. Action

Action was the process of doing things. It was implementation of planning. The action should be dynamic, needed immadiately decision for what was done.

c. Observation

Observation was purpose to find out the information, include the students' attitude during teaching learning process. Whether the students followed the teacher instruction or not. The information was collected as the data that was used as a basic of reflection. So, the observation must be done carefully. In this phase, students' attitudes, class condition and obstacles happen are observed during the teaching-learning process.

d. Reflection

Reflection was a feedback process action that have been done. It was very necessary to help the researcher made decisions for what to do or to revise. I take feedback on teaching learning process from the result of the observation, the problem that exist and the causes of the problem. If the result didn't reach the goal that was determined, there was the second cycle.

II. The Second Cycle

The second cycle was done because the students' score was still low and there were many aspects that should be improved. Based on the reflection in the first cycle, I was able to decide the better way to make method was more effective in teaching-learning process. I also made a planning based on difficulties and the weakness in the previous cycle in teaching reading. Therefore, I revised the plan for improving the students' ability in reading comprehension.

a. Planning

Based on the reflection in the first cycle, I rearranged the plan tend to the students' needs. Many activities in this phase:

1. Prepared and design the lesson plan
2. Prepared the text that were used during the cycle and evaluation
3. Prepared observation sheet in order to know the development that were exist during the applying of THIEVES strategy and also see the students reaction and condition as whole
4. Made an evaluation and improvement toward the students' problem
5. Gave more explanation about the strategy and made students understand
6. Reminded all students to participated and responsible in their activity

a. Action

Action in the second cycle was aimed to apply the revising plan of the first cycle. There were some aspects and procedures that were changed in order to improve students' ability in reading comprehension.

b. Observation

Observation was purpose to found out the information, include the students' attitude during teaching learning process. Whether the students followed the teacher instruction or not. The infromation was collected as the data that was used as a basic of reflection, so the observation must be done carefully. In this phase, students' attitudes, class condition and obstacles happen are observed during the teaching-learning process.

c. Reflection

Reflection was a feedback process action that have been done. It was very necessary to help the researcher made decisions for what to

do or to revise. The researcher take feedback on teaching learning process from the result of the observation, the problem that exist and the causes of the problem. Finally, I and collaborator analyze all the results and found many aspects to improve since was applied the revise plan.

B. Location and Subject of Research

1. Location of Research

This study was conducted at MTS.s Islamiyah Hutagodang. The reason of the researcher choosen the location is there was no researcher that conducted study in this school with same title before.

2. Subject of Research

The subject of this research was students on eight grade of MTS.s Islamiyah Hutagodang year 2016/2017. The total numbers of students of this class were 23 students. I was selected the eighth grade because the seventh grade were still in the process of adaptation toward the school, and the ninth grade, they were in preparation for the National Examination.

C. Procedure of Collecting Data

Based on the research design above, there were four steps in each cycle: planning, action, observation, and reflection.²⁰ If the result fails, it would be

²⁰ Kemmis and Mc Taggart, R. *The Action Research Planner*. Victoria, Australia:Deakin University Pers.1988. p.8

continued to next cycle by renewing the previous steps to solve the problems. The new cycle would improve the teaching decision. If the new planning improved the students' ability in reading comprehension, the cycle will be stopped. If it do not, cycle will continue on the next cycle until result determine was reached. Here is the description every phase.

1. Planning

In this phase, I identified a problem or issue and develop a plan of action research in order to bring about improvements in a specific area of the research context.

2. Action

The plan was carefully considered one which involves some deliberate intervention into your teaching situation that you put action over agree of period of time. The intervention was critically informed as you question your assumption about the current situation and plan new and alternative way of doing things. Action was a process of doing things. Furthermore, it is implementation of planning. The action should be dynamic, need immediately for what was done, and completed simple evaluation.

3. Observation

Observation was purpose to found out the information, include the students' attitude during teaching learning process. Whether the students followed the teacher instruction or not. The information was collected as the data that was used as a basic of reflection, so the observation must be done carefully. In this phase, students' attitudes, class condition and obstacles happen are observed during the teaching-learning process.

4. Reflection

Reflection was the evaluation of action that was done. It recalled action as it was recorded in observation. It was evaluate aspect, it asked action research to weigh the experience to judge whether effects were desirable, and suggest ways of producing.

D. Technique of Collecting Data

In this research, the data were collected by using quantitative and qualitative data. Quantitative data were collected by computing students' scores through reading test. The students were asked to answer 20 multiple choice, which the text related to the text that they had read.

Qualitative data was conducted to know the situation of the students including the background of the problem in reading comprehension. In collecting qualitative data were collected by: Test, Observation, and interview.

1. Test

I used test to get the data result about process of learning reading skill. The tests are pre test, post test I, and post test II. The form of the test is multiple choice item. The pre test was given before implementing THIEVES strategy. It was to evaluate students' ability in reading comprehension. On the other hand, post test I and post test II is given after implementing THIEVES strategy. The tests were held at the end meeting in each cycle.

2. Observation

Observation

done during the classroom action research was going on. I used observation sheet to observed the teaching-learning process that would be handled by the collaborator by giving checklist on observation sheet. It was used to know how far the improvement of the students in learning reading comprehension by observed the whole process of action. The observation done is the observation to the teacher, students', attitude, and the situation during the learning process.

3. Interview

I interviewed the students and the teacher before applying classroom action research. It was to know the students difficulties in reading skill and the method or any strategies usually implemented by the teacher in teaching reading. I also interviewed the students and the teacher to know their reaction after implementing THIEVES strategy in teaching and learning process.

E. Technique of Data analysis

The technique of analyzing data of this research would be applied by using qualitative and quantitave data. The qualitative data would be use to describe the situation during teaching and learnign process. They would be analyzed from interview

result, and observation sheet. In qualitative data analysis use interactive analytical techniques consist of: (1) Data reduction (2) Display Data (3) Conclusion.

The quantitative data use to analyse students' scores. Is there improving or not in each cycle. I applied the following formula:

$$X = \frac{\sum x}{N} \times 100\%$$

Where X = The means of students' score

x = The total score

N = The number of the students

This formula applied to know the mean of the students' score in reading text. But, to categorize the students who are competent read a text, applied the formula:

$$P = \frac{R}{T} \times 100\%$$

Where P = The percentage of those who get the points up to > 75

R = The number of students who get the points up to > 75

T = The total number of the students

CHAPTER IV

DATA ANALYSIS AND RESEARCH FINDING

A. Data

This research involved quantitative and qualitative data. The quantitative data were obtained from mean of students reading test of taking multiple choices. The qualitative data were obtained from the observation sheet, interview and documentation. The data taken from a class which consisted of 23 students. The class named VIIIa. It was accomplished in two cycles. Every cycle consisted of four steps of action research (planning, action, observation, and reflection). The first cycle was conducted in two meetings including the pre test. The second cycle was conducted in two meetings, so there were four meetings for this research.

A.1 Quantitative Data

The quantitative data were taken from the test result during conducted research in four meetings. The test was given three times: a test was pre test, and two tests in the last of cycle I and cycle II. Pre test was given to the students without any treatment. The test of post test I and post test II were given to the students after teaching for each cycle had been completely finished. The result of the students' score could be seen follows:

36 **Table 1.**

The Gain Score at Pre Test, Post Test I and Post Test II

NO	Name of Student	Pre Test	Post test 1	Post test 2
1	ASP	65	70	80*

2	AJS	35	60	70
3	AS	45	65	70
4	AP	75	75*	80*
5	AHL	55	65	75*
6	AH	70	75*	80*
7	AL	45	60	75*
8	ED	70	70	80*
9	HH	45	65	75*
10	I	55	70	80*
11	I	50	60	75*
12	JAS	60	70	80*
13	JP	50	70	80*
14	MH	60	65	75*
15	M	55	65	75*
16	SS	60	70	80*
17	SD	85	75*	70
18	TUS	60	75*	85*
19	ULH	75	75*	85*
20	YAS	40	70	75*

21	YAH	40	70	80*
22	YS	45	75*	80*
23	YR	60	75*	85*

A.2. The Qualitative Data

The qualitative data were taken from interview, observation and documentation.

a. Interview

Based on interview which was done between I with the teacher and I with the students. It was found out the teacher's problems in teaching reading were lack of strategy in teaching reading comprehension.

The teacher said *"I asked them to reading aloud, and the other students listened to the students was reading, and sometimes I guided them to translate the text, after that I asked them to answer the question based on the text."* It's mean the strategy the teacher used uninterested for the students. The interview also found that the students' difficulties in mastering vocabulary and understanding the meaning of the text.

Some of students said *"I like miss, but sometimes I don't know the meaning of the word"*, (*Suka miss, tapi kadang tidak tahu artinya*). It's mean, not all the students did not like english, some of them like english, but they are lack in vocabulary, and got confused how to comprehend the text because felt difficult to know the meaning of the text.

Interview also done after implementing the strategy, it was found that the teacher agreed to use the strategy because she said that the strategy is good to use, and the students also gave positive input, she said that using the strategy could help them to understand the meaning of text that they have read. When we were interviewing she said *“Yes, of course, it’s very motivated. Because this strategy can help the students to comprehend the text easier. As we know that reading is one of skill in english, so it’s vey important. With this strategy, can help them to understand the reading text, and the strategy that use is not monotonous.”*

The student also said *“Yes miss, because this is the first time I learn use this strategy, and i enjoy miss, and help me to understand reading text easier use this strategy. (iya miss, karena saya baru kali ini belajar menggunakan strategi ini, dan menyenangkan miss, dan saya lebih mudah memahami materi reading dengan cara miss mengajar yang seperti ini.)”* It’s mean the students felt interested in learning reading used THIEVES strategy and help them to understand the reading comprehension easier.

b. Observation

Observation sheet was used to measure the increasing of students’ activities during teaching-learning process. The observation was focused on the situation of teaching-learning process in THIEVES strategy was applied not only in students; activities and students’ behaviour, but also students’ ability in reading comprehension and interaction between students and teacher.

From the observation sheet, I noted that that the students gave the improvement in every meeting.

Students' Observation Sheet for Cycle I

No	Activities	Score			
		1	2	3	4
1.	The students' attitude in learning and teaching process			✓	
2.	The students' enthusiastic in learning and teaching process		✓		
3.	The students work individually in doing their task			✓	
4.	The students' activeness in learning and teaching process		✓		
5.	The students comprehend the lesson in learning and teaching process			✓	
6.	The students answer the question from the teacher		✓		
7.	The students' response to the topic given		✓		
8.	All the students do their task			✓	
	Score	0	8	12	0
	Total	20			
	Percentage	2,5			

Note: Score 1=bad, Score 2=Enough, Score 3=Good, Score=Very Good

$$\text{Percentage} = \frac{\text{total score}}{\text{jumlah activities}}$$

Based on the observation sheet for cycle I showed that in teaching learning activities was rare enough. Some of students were not serious and can not to participated in teaching and learning process.

Students' Observation Sheet for Cycle II

No	Activities	Score			
		1	2	3	4
1.	The students' attitude in learning and teaching process			✓	
2.	The students' enthusiastic in learning and teaching process			✓	
3.	The students work individually in doing their task			✓	
4.	The students' activeness in learning and teaching process				✓
5.	The students comprehend the lesson in learning and teaching process			✓	
6.	The students answer the question from the teacher				✓
7.	The students' respond to the topic given			✓	
8.	All the students do their task				✓
	Score	0	0	15	12
	Total	27			
	Percentage	3,37			

Note: Score 1=bad, Score 2=Enough, Score 3=Good, Score=Very Good

$$\text{Percentage} = \frac{\text{total score}}{\text{jumlah activities}}$$

Based on the observation sheet for cycle I showed that in teaching learning activities is good. The students were serious and comprehending the students are better. It means that there was improvement in cycle II.

Teacher's Observation Sheet for Cycle I

No	Activities	Score			
		1	2	3	4
1.	Explanation the material by the teacher			✓	
2.	The teacher's pronunciation in teaching the material			✓	
3.	The teacher's intonation in teaching the material		✓		
4.	The teacher's grammar in teaching the material			✓	
5.	The using of media by the teacher			✓	
6.	The teacher chooses the right media with the material			✓	
7.				✓	
8.	Spirit and enthusiastic of the teacher in teaching			✓	
9.	The teacher manages the time effectively and effeciently		✓		
10.	The teacher asks question to the students			✓	

11.	The teacher concludes the lesson			✓	
.	Score	0	4	27	
	Total	31			
	Percentage	2,81			

Note: Score 1=bad, Score 2=Enough, Score 3=Good, Score=Very Good

$$\text{Percentage} = \frac{\text{total score}}{\text{jumlah activities}}$$

Based on the observation sheet for cycle, I introduced the THIEVES strategy in learning process was good enough. The teacher's observation sheet was done by the teacher to research ability in using THIEVES strategy.

Teacher's Observation Sheet for Cycle II

No	Activities	Score			
		1	2	3	4
1.	Explanation the material by the teacher			✓	
2.	The teacher's pronunciation in teaching the material			✓	
3.	The teacher's intonation in teaching the material			✓	
4.	The teacher's grammar in teaching the material			✓	
5.	The using of media by the teacher			✓	
6.	The teacher chooses the right media with the material			✓	

7.	Students are helped to understand the material easier by media			✓	
8.	Spirit and enthusiastic of the teacher in teaching				✓
9.	The teacher manages the time effectively and effeciently				✓
10.	The teacher asks question to the students				✓
11.	The teacher concludes the lesson				✓
.	Score	0	0	21	16
	Total	37			
	Percentage	3,36			

Note: Score 1=bad, Score 2=Enough, Score 3=Good, Score=Very Good

$$\text{Percentage} = \frac{\text{total score}}{\text{jumlah activities}}$$

Based on the observation sheet for cycle II, I introduced the THIEVES strategy in the learning process was good. The teacher's observation sheet was done by the teacher to research ability in using THIEVES strategy.

c. Documentation

The documentation indicated that the students were serious to learn. It can be seen the following picture:



Figure 2. I guided the students during learning process in cycle I



Figure 3. The students were doing their task in cycle I



Figure 4. The students were doing the post-test I in cycle I



Figure 5. The situation of the students before starting the lesson in cycle II



Figure 6. The students condition in listening the material in cycle II



Figure 7. The students were doing the post-test II in cycle II

B. Data Analysis

B.1. Analysis of Quantitative Data

The quantitative data were taken from the result which were carried out into two cycle. In two cycle, I conducted 4 meetings. I gave test at the end of each cycle. The students' score increase from the first reading test to the last reading test. It can be seen at table below:

Table 2.

Score The Students in Three Reading Text

NO	Name of Student	Pre Test	Post test 1	Post test 2
1	ASP	65	70	80*
2	AJS	35	60	70
3	AS	45	65	70
4	AP	75	75*	80*
5	AHL	55	65	75*
6	AH	70	75*	80*
7	AL	45	60	75*
8	ED	70	70	80*
9	HH	45	65	75*
10	I	55	70	80*
11	I	50	60	75*

12	JAS	60	70	80*
13	JP	50	70	80*
14	MH	60	65	75*
15	M	55	65	75*
16	SS	60	70	80*
17	SD	85	75*	70
18	TUS	60	75*	85*
19	ULH	75	75*	85*
20	YAS	40	70	75*
21	YAH	40	70	80*
22	YS	45	75*	80*
23	YR	60	75*	85*
$\frac{\sum X}{N}$		$\frac{1290}{23}$	$\frac{1590}{23}$	$\frac{1790}{23}$
		56,08	69,13	77,82

The improvement of the students' mean kept growing from pre test until post test of the cycle II. In the pre test, the total score of the students was 1290 and the number of the students who took the test was 23 students, so the mean of the students' score was:

$$X = \frac{1290}{23} \times 100\% = 56,08$$

In the post I test of the first cycle, the students' score was 1590 and the number of the students who took the test was 23, so the mean students' score was:

$$X = \frac{1590}{23} \times 100\% = 69,13$$

In the post test of the second cycle, the students' score was 1790 and the number of the students who took the test was 23, so the mean of the students' score was:

$$X = \frac{1790}{23} \times 100\% = 77,82$$

TABLE 3. Comparison of The Students' Score in Three Reading Test

Name of Test	Pre Test	Post Test1	Post Test 2
Lowest score	35	60	70
Highest score	75	75	85
<i>X</i>	56,30	69,13	77,82
N	23	23	23

The students were said mastering the lesson if they got score up to 75. The percentage of the students who got score up to 75 also showed improvement of students' score from the first meeting to the last meeting. The number of master students was calculated by following formula:

$$P = \frac{R}{T} \times 100\%$$

Where: P= The percentage of students

R= the number of students who get the point

T= the total number of the students

In the pre test, the students who got point to 75 consisted of 3 students, so the percentage was:

$$P1 = \frac{3}{23} \times 100\% = 13,04\%$$

In the post test of the first cycle, the students who got point up to 75 consisted of 7 students, so the percentage was:

$$P2 = \frac{7}{23} \times 100\% = 30,43\%$$

In the post test of the second cycle , the students who got point up to 75 consisted of 20 students, so the percentage was:

$$P1 = \frac{20}{23} \times 100\% = 86,95$$

It can be seen at the table below:

Table 4.

The Percentage of Students who Got Point up to 75

Score Classification		Number of Students			Percentage		
		Pre Test	Post Test 1	Post Test 2	Pre Test	Post Test 1	Post Test 2
≥ 75	Passed	3	7	20	13,04%	30,43%	86,95%
≤ 75	Failed	20	16	3	86,95%	69,56%	13,04%

Total	23	23	23	100%	100%	100%
-------	----	----	----	------	------	------

Table 3 shows the improvement of the students' score of the pre test to second cycle test. In the pre test, there was 13,14% (3 students) who got point up to 75. The first cycle test there was 30,43% (7 students) and in the second cycle thest there was 86,95% (20 students). The improvement from the pre test until post test cycle II was 73,8%.

B.2. Analysis of Qualitative Data

The qualitative data were taken from interview and observation.

B.2.1. The Activities of Pre-Test

In the first meeting, pre-test were given to know the students' ability in reading comprehension. They were prohibited to asked their friends and worked individually. As the result, it was found that most of students had difficulties in comprehending reading text and answer the test given.

B.2.2 The Activities of First Cycle

Planning

Based on the result of pre test which have been done before, it was known that the level of students' ability in reading comprehension was low. In this cycle, I arranged all the preparation that was needed in the process of research, such as lesson plan based on the material which would be thought, the test to measured the result observation of the study, preparing the material and media, observation sheet to analyze the students' and the teacher's activity in the teaching and learning process that did by english teacher as

collaborator during action research, and preparing format of post-test I. I used THIEVES strategy in which the students to be more active and summarize the text. The first cycle will held in twice meeting.

Action

After the planning has been arranged, I applied what has been planned in the classroom. I used the lesson plan as the guideline for the activity that happened in the classroom. The action of the cycle I, in the first meeting I was done on Tuesday, March 7th 2017. At the first meeting all of students were attend in the class, so the total there were 23 students.

At the classroom, I implemented the teaching learning process based on the lesson plan had been. I implemented the steps of THIEVES strategy. I gave explanation about recount text ad gave the example of recount text in order to help the students to comprehend the reading text easily. Then, I guided the students to found out the information of the text by implemented THIEVES strategy. I asked to complete the worksheet based on the text. I guided the students to complete the components of THIEVES strategy one by one. Then I gave the students a question about the text.

After comprehending and understanding the text, the students and I made a summary of the text orally. Next, I gave the students an exercise based on the text and answer it individually based on worksheet of THIEVES.

In the second meeting, I was done on Thursday, March 9th 2017. The process of THIEVES strategy was similar the earlier meeting. I reviewed about the organization of recount text which has been taught in the previous session and conducted the classroom by using THIEVES strategy. It was not only dominated in process but also the students

spoke out and shared about text. Afterward, I gave the post-test I to know how well their reading comprehension about recount text.

Observation

In this phase, the observer noticed all the activities that occurred in the classroom by giving checklist on observation sheet. The activities for instance, teacher's performance, students' attitudes, behavior and class situation.

According the lesson planning that has been arranged, at the beginning, I explained about recount text by using THIEVES strategy. I began to explain the generic structure of recount text and take the recount text from students' handbook and I used THIEVES strategy. In that situation, When I gave them a question, few of the students raised their hand and gave an idea. Sometimes, they could answer a question from the teacher, but most of them were ashamed to answer my question. In the middle of the process, when the interaction between students and I occurred, some of students talked with their friends for other business. It can be seen, most of students did not pay attention to the explanation.

Moreover, the students' enthusiastic and participation were not well. It can be seen when I asked them to did their exercise. Only few of students did their exercise well.

The second action, the students received the reviewed material for previous meeting. They seemed more enjoy obeying my instruction carefully. They begun to listen and did what my instruction, but the participation students in teaching and learning

process through THIEVES strategy was still low, and they did their post-test I not well. Most of them were not serious in doing their test.

Reflection

After teaching and learning process, I and the teacher discussed about the conclusion of the applying the action. Based on the result of observation toward teaching learning process in this cycle, the students' participation were still low, because most of them did not pay attention and for active students, they were ashamed to ask and answer question orally, but several students, they thought the question that was given is difficult.

In addition, based on the result of the post-test I, there were 39,13% students who passed the KKM which increased become 9 students. Although there was an improvement in cycle I, this condition has not reached yet the criteria of success that has been decided.

The modification of the strategy is needed to apply when I presented the THIEVES strategy for the next cycle. I had to explain the material slowly and clearly. It had purpose in order to students could listen and understand the instruction well. Although the result of the score had not reached yet, I realized must do more effort to improve the students' reading comprehension through THIEVES strategy.

B.2.3 The Activities of Second Cycle

Based on the result of the first cycle, I decided to do the second cycle. The first cycle indicated that the students' score was still low. It happened because the students still got difficulties and confused to answer the question that related to the text. In the

second cycle, I would explain that procedures of THIEVES strategy more clearly. It was expected that the result in the second cycle would be better than the first cycle.

Planning

For the second cycle, first of all I rearrange the lesson plan based on the reflecting phase in the first cycle. The content of the lesson planning was related to learning reading recount text through THIEVES strategy but there were some modifications. For this planning, the application of THIEVES strategy by using Plano paper that content recount text and that has been written the acronym of THIEVES strategy. It was expected to improve their understanding in the reading text in which contained the main idea, the generic structure about recount text. I also prepared the observation sheet to analyze the students' and the teacher's activity in the teaching and learning process that did by english teacher as collaborator during action research, and preparing format of Post test II.

Action

The action of the second cycle was done on Tuesday, March 14th and Thursday March 16th. After reviewing the previous lesson at the beginning, made sure every student could sit well. I started to ask some of them came to the front and read the recount text, then I guided to answer what is the main idea of the text by using THIEVES strategy, and asked the other students to responded the answer of their students. After that, I began to explain reading recount comprehension through THIEVES strategy slowly and clearly. During process of reading, I gave an opportunity to the students to give their question, and let the students to answer the question and give idea related to the text. When all the questions from the students can be answered, and it turned for the

teacher asked about the text to the students. I gave worksheet that content component of THIEVES strategy, and let the students to answer it.

For the second meeting in the second cycle, I applied same as the previous meeting. Before the second cycle is finished, I gave post-test II for students to know their progress on reading comprehension.

Observation

In the second cycle, the classroom condition in learning process can be seen the students were more curious and silent. They sit well on their own chair. This condition was easy for me to explain and give the correction feedback to the students. In the process of THIEVES strategy, when I let them to ask and answer the question, many students raised their hand to give their idea, and asked many questions related to the text, for example, the generic structure of the text. There were no students talked with their friends when I was explaining the lesson. They focused and followed the teacher's instruction.

In the second action of the second cycle, I was held on post-test II regarding students' reading comprehension of recount text. The students did their post-test II silently and individually. Based on the result of the post-test II, the mean score of the class in reading test gained 77,82 in which were 20 students who passed the KKM (75).

Reflection

From the reflecting phase, based on the result of acting and observing toward teaching learning process in this cycle, I was satisfied because students' reading comprehension in this case had been reached. There were many improvement after applying the second action of classroom action research. For example, first the result of

students' participation in learning reading recount text was better than the first cycle. It can be seen the students' respond while I was explaining the text through THIEVES strategy were change, they followed my instruction and answered my questions actively.

There were a progress of their score from post-test I to post-test II which has been showed more than 75 of students who passed the KKM, it means that I decided to stop the Classroom Action Research because it succeeded. Hence, I did not need to rearrange for next planning.

Based on the result of the evaluation, it should be concluded that the implementation of Classroom Action research could to improve students' reading comprehension through THIEVES strategy.

B.3 Discussion

Based on the quantitative data gathered from students' score in four treatments, it was found that the students made improvement during teaching-learning process. The mean of the students in the second test were higher than the score in the first test and the third score was the highest. The students were understand the text about and could read the text well, they were could answered some question given by the teacher. The mean the students happy in learning reading comprehension by using THIEVES strategy.

On the first day of teaching, some students were lazy to study especially reading a text, they were just playing with their friends. I introduced them about THIEVES strategy and recount text, they were follow what I said and answer of the test given by the teacher, but they were asked their friends the answer of the text given and the meaning of the text. In THIEVES strategy, students were given the opportunity to found out the main idea

before reading all of the text, by using this strategy, the students felt easy to understand what mean from the text based on components of THIEVES. On the following day, some students happy to read recount text by using THIEVES strategy, then answer some questions based on the text.

Based on qualitative data gathered from observation sheet, interview and documentation during cycle I and II, it was found that the students also made improvement while teaching-learning process. Observation sheet and interview result showed that the students were more active during the teaching-learning process. In the beginning, not all the students were interested in studying. There were found some students clucted during the lesson. Besides that, they were still shy when they were given chances to ask questions about unclear points, but in the next meetings, the students showed their enthusiastic other in asking or answering questions. The interview showed that the students strongly agreed that the use of THIEVES strategy had helped them in comprehending the text. These all qualitative data supported the rsearch findings which were based on the quantitative data. Based on the result of quantitative and qualitative data, it was found that the use of THEVES strategy had been successfully improved the students' ability in reading compréhension.

Based on the quantitative data gathered from students' score in four treatment, it was found that there was an improvement on the students' ability in comprehending reading text form each cycle. It was showed from mean of pre-test was 56,08. There were 3 students from 23 students who got succesful criteria score or it was only 13,04%. After doing cycle I by using THIEVES strategy, there was improvement of the result of the students' mean was 69,13, there were 7 students from 23 students who got successful criteria score or it was only 30,43%. Then doing cycle II, there was improvement of

students' mean was 77,82. There were 20 students from 23 students who got successful criteria score or it was only 86,95%.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, it could be concluded that:

1. The students' ability in reading comprehension before using THIEVES strategy in teaching and learning process was very low. It was showed from the students' mean in pre-test. It was showed from the students' mean in pre test 56,08. There were 3 students who get criteria >75 or it was only 13,04%, and 20 students who get unsuccessful score criteria <75 or it was 86,95 %
2. After analyzing the data, it was found out that the students' ability in reading comprehension after using THIEVES strategy in teaching and learning process was improved. it was showed from the mean of score in pre test was 56,08, post test I was 69,13, and in post test II was 77,82, and also score improvement percentage of the students who got score up 75 in pre test were 3 of 23 students (13,04%), in post test I were 7 of 23 students (30,43%), and in post test II there were 20 of 23 students (86,95%).
3. Based on observation sheet, interview sheet, and documentation were found that the students' responses in teaching and learning process when THIEVES strategy was being applied well. The students were active, enthusiastic, and interested in following teaching and learning process by using THIEVES strategy. The result of the result showed that THIEVES

strategy was significantly improved the students' ability in reading comprehension.

B. Suggestion

The result of this study showed that the application of THIEVES strategy could improve the students' ability in reading comprehension. Therefore, the following suggestion are offered to:

1. The english teacher: THIEVES strategy as one of the alternative strategy to teach reading comprehension
2. The students: it is better to often discuss in a group to share their opinion and make the students more active in study.
3. The readers: THIEVES strategy was useful as information for those who were interested in conducting research related to the study.

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APPENDIX I

LESSON PLANNING

School	: MTs. Islamiyah Hutagodang
Subject	: Reading Skill
Class/Semester	: VIII/2
Time Allocation	: 2 x 40 Minute

I. Standard Competency

Understanding the meaning of short functional text and essay in a form of recount and narrative accurately and eccapted in context of daily life

II. Basic Competence

Responding the meaning of short functional text accurately, fluently and accepted to interact in context of daily life.

III. Indicators

1. To identify topics of the text that has been read
2. To identifying certain information of short functional text
3. To explain main idea of the text
4. Answer the question

IV. Teaching objective

1. The students can identify topics of the text that has been read
2. The students can identifiyi certain information of short functional text
3. Students can explain main idea of the text
4. Students can answer the question

V. Character yg diharapkan : Trusworthines

Respect

Diligence

VI. Learning material

My Camping Experience



Last weekend, my friends and I Went camping, We reached the camping ground after we walked for about one and a half hour from the parking lot. We built the camp next to a small river. It was getting darker and colder, so we built a fire camp.

The next day, we spent our time observing plantation and insects while the girls were preparing meals. In the afternoon we went to the river and cought some fish for supper. At night, we held a fire camp night. We sang, dances, read poetry, played magic tricles, and evenn some of us performed a standing comedy.

On monday, we packed our bags and got ready to go home.

VII. Strategy of Teaching

THIEVES (Title, Heading, Inttroduction, Every first sentence, Visual, End of the text, and Summary) strategy

VIII. Proceudure of Teaching

a. Introduction

1. Greeting the students

2. check the list of attendance
3. start the lesson with praying
4. Teacher does apperception by asking students about the reading that ever read

b. Core activity

Exploration

- Teacher gives introduction about the material by asking some question
- Students answer the question orally
- Teacher shows example of text.
- Teacher explains about THIEVES strategy before students read the text.
- Teacher writes component of Thieves on whiteboard.

Elaboration

- Teacher asks students to pay attention to example text
- Teacher gives students Thieves worksheet.
- Teacher asks student to complete the worksheet based on example text.
- Teacher guides the students to complete the parts of Thieves
- Teacher checks students work and discuss with the students.

Confirmation

- Teacher circulates and make notes of any problems they have with parts of Thieves.
- Teacher asks students about the difficulty of material
- Teacher gives opportunity to students for asking question
- Teacher answers the question from students

c. Closing

1. The teacher makes conclusion of the material
2. Teacher reminds the students to do self-study at home
3. Teacher motivates the students to study harder
4. Teacher close the learning process

IX. Source/tool/media

Source : Recount text from the internet

Media : Copies of reading test items

X. Evaluation

- a. Technique : Written
- b. Form of instrument : Multiple choices
- c. Example of instrument : Choose the best answer by crossing (x) a,b, c, or d!
- d. Direction of evaluation :
 1. Every correct answer : 1
 2. Maximum scores : 100

$$X = \frac{\sum x}{N} \times 100\%$$

Where: X = The means of students' score

x =The total score

N = The number of the students

LESSON PLANNING

School	: MTs. Islamiyah Hutagodang
Subject	: Reading Skill
Class/Semester	: VIII/2
Time Allocation	: 2 x 40 Minute

XI. Standard Competency

Understanding the meaning of short functional text and essay in a form of recount and narrative accurately and accepted in context of daily life

XII. Basic Competence

Responding the meaning of short functional text accurately, fluently and accepted to interact in context of daily life.

XIII. Indicators

5. To identify topics of the text that has been read
6. To identifying certain information of short functional text
7. To explain main idea of the text
8. Answer the question

XIV. Teaching objective

5. The students can identify topics of the text that has been read
6. The students can identify certain information of short functional text
7. Students can explain main idea of the text
8. Students can answer the question

XV. Character yg diharapkan : Trustworthiness

Respect
Diligence

XVI. Learning material

Sunday The Terrible



Last week was a terrible day for me. My cousin and I were playing football in front of the house to spend time with us. First, it was really fun until I kicked the ball too strong, so the ball landed me to the window and broke the window. When we want to escape, all of a sudden we all heard a loud voice. After that, the owner of the house came out of the fence, he yelled at us. We are very afraid of her, but we do not know what to do. Then, one of my cousins told us to run, we all ran, and suddenly we heard the sound of skin. Then we know that homeowners allow dogs to chase us. And we were struggling to run as fast as we can. But, I fell down so the dog managed to capture me and bit my leg. It really hurts me. Then the dog ran back into the house. My cousin took me to the doctor and told my parents. In the end, the doctor said that I was exposed to rabies. Then I was hospitalized for one week more. That's a terrible day of the week for me, may not happen to me again in his next week Sunday.

XVII. Strategy of Teaching

THIEVES (Title, Heading, Introduction, Every first sentence, Visual, End of the text, and Summary) strategy

XVIII. Procedure of Teaching

d. Introduction

5. Greeting the students
6. check the list of attendance

7. start the lesson with praying
8. Teacher does apperception by asking students about the reading that ever read

e. Core activity

Exploration

- Teacher gives introduction about the material by asking some question
- Students answer the question orally
- Teacher shows example of text.

Elaboration

- Teacher asks students to pay attention to example text
- Teacher gives students Thieves worksheet.
- Teacher asks student to complete the worksheet based on example text.
- Teacher guides the students to complete the parts of Thieves
- Teacher checks students work and discuss with the students.
- Teacher gives test to students
- Students do test individually

Confirmation

- Teacher circulates and make notes of any problems they have with parts of Thieves.
- Teacher asks students about the difficulty of material
- Teacher gives opportunity to students for asking question
- Teacher answers the question from students

f. Closing

5. The teacher makes conclusion of the material
6. Teacher reminds the students to do self-study at home
7. Teacher motivates the students to study harder
8. Teacher close the learning process

XIX. Source/tool/media

Source : Narrative text from the internet

Media : Copies of reading test items

XX. Evaluation

- e. Technique : Written
- f. Form of instrument : Multiple choices
- g. Example of instrument : Choose the best answer by crossing (x) a,b, c, or d!
- h. Direction of evaluation :
 3. Every correct answer : 1
 4. Maximum scores : 100

$$X = \frac{\sum x}{N} \times 100\%$$

Where: X = The means of students' score

x =The total score

N = The number of the students

APPENDIX III

Choose the best answer by crossing (x) a, b, c, or d!

Pre Test

This text for questions number 1 to 7

New Year



On Saturday night, we went to the Town Hall. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock. It would strike twelve in twenty minutes" time. Fifteen minutes passed and then, at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited, but nothing happened. Suddenly someone shouted, "It"s two minutes past twelve! The clock has stopped!"

I looked at my watch. It was true. The big clock refused to welcome the New Year. At that moment, everybody began to laugh and sing.

1. When did the clock stopped?

- | | |
|-------------|-------------|
| a. At 5.12 | c. At 11.55 |
| b. At 12.00 | d. At 12.02 |

2. Why did the people gather under the Town Hall clock?

- a. To welcome the New Year
- b. To strike the laughing people
- c. To see the newly bought clock
- d. To stop people who shouted

3. Based on the text, where was the writer?

- | | |
|------------------------------|-----------------|
| a. At the center of the town | c. At the beach |
|------------------------------|-----------------|

b. At home

d. At the market

4. When did the event happen?

a. in the middle of the year

c. Christmas celebration

b. the end of the year

d. at the weekend as usual

5. Which of the following is not true according to the text?

a. the writer was waiting to celebrate the New Year.

b. the writer brought a watch.

c. the writer was very happy.

d. The writer celebrated the New Year with his family.

6. What probably happened when someone shouted that the clock stopped?

a. everybody directly celebrated the New Year

b. everybody sing and laugh.

c. everybody looked for a watch.

d. everybody shouted too.

7. What does the first sentence tell you?

a. The problem that the writer met

c. The funny thing in the story

b. The opening of the story

d. The past event

8. "It would strike twelve in twenty minutes" time." The underlined word refers to ...

a. the clock

c. The town

b. author's watch

d. The place

9. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock. What is the closest meaning of the underlined word?

a. mass

c. many

b. big

d. Lots of

10. "The big clock refused to welcome the New Year" What is the synonym of the word

- a. reject
- b. accept

- c. admit
- d. hate

This text for questions number 11 to 15



Go To Beach

Last week, my friend and I rode our bikes to the beach. It was only five kilometers from our houses.

It was quite windy and there was hardly anyone there. It surprised us because there were always many people coming there on the weekends. So, we had the beach on our own. We bought some hot chips, rode our bikes, played in the water and sat under the trees.

We really had a great time.

11. Where did the story happen?

- a. in a house
- b. in a water
- c. at the store
- d. at the beach

12. How did they go to the beach?

- a. by bicycles
- b. by car
- c. by bus
- d. by boat

13. Who did the writer and his friend find when they reached the beach?

- a. many people
- b. many visitors
- c. almost no one
- d. foreign tourist

14. How did the writer think about the trip?

- a. It was an unpleasant trip
- b. It was a horrible trip
- c. It was a funny trip
- d. It was a good trip

15. "It was only five kilometers from our houses." (line 1). The word "It" refers to....

- a. bike
- b. chip
- c. beach
- d. house

This text for questions number 16 to 17



Embarrassed Experience

Last week, I had to teach a new English class. I read the list of new students' names. It was kiddies' group since they were about 9 and 10 years old.

That was the first day of The Spanish carnival, so I wanted to wear the most appropriate suit for the children's class. Most kids usually dress up at carnival I thought. It would be more interesting if their teacher was also in carnival spirit. That was why I decided to wear my teddy bear suit and bring cuddly toys in my box. And that was what I did. I walked through the door happily. The director watched me completely astonished. I smiled and looked straight at her. With a man beside her, she said, "Good afternoon. I'd like to introduce you to Mr. Mendez, the director of Delta company. He is one of the participants of English course that you will teach today."

Oh my God! I nearly died! The secretary apologized to me for wrong details of my new class.

16. The secretary apologized to the writer because.....

- a. The writer wore his teddy bear suit

- b. She did not remember the carnival day
- c. She did not know Mr. Mendez was in the class
- d. She has given the wrong details of the new class

17. Who is the main character in the story?

- a. The writer
- b. Mr. Mendez
- c. The director
- d. The secretary

This text for questions number 18 to 20



Visit The Botanical Garden

On Thursday 24 April we went to the Botanical Gardens. We walked down and boarded the bus.

After we arrived at the garden, we walked down to the Education Centre. The third grade students went to have a look around. First, we went to the first farm and Mrs. James read us some information.

Then, we looked at all the lovely plants. After that we went down to a little spot in the Botanical Garden and had a morning tea break. Next, we did sketching and then we met the fourth grade students at the Education Centre to have lunch. Soon after that, it was time for us to go and make our terrariums while the fourth year students went to have walk.

A lady took us into special room and introduced herself, then she explained what we were going to do. Next, she took us to a pyramid terrarium. It was really interesting.

After we had finished, we met the fourth grade students outside the gardens. Then we reboarded the bus and returned to school.

18. Most events mentioned in the text happened....

- | | |
|--------------------------------------|--------------------------------------|
| a. at the Education Centre
Garden | c. on the bus to Botanical
Garden |
| b. in the botanical garden | d. outside the school |

19. The writer of the text is....

- | | |
|----------------------------|---------------------------|
| a. a fourth grade students | c. a third grade students |
| b. a school teacher | d. Mr. and Mrs. James |

20. What did the fourth grade students do after lunch?

- a. They had a walk
- b. They made their terrarium
- c. They returned to school
- d. They went to a pyramid terrarium

Choose the best answer by crossing (x) a,b, c, or d!

Post Test I

This text for questions number 1 to 7

New Year



On Saturday night, we went to the Town Hall. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock. It would strike twelve in twenty minutes" time. Fifteen minutes passed and then, at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited, but nothing happened. Suddenly someone shouted, "It"s two minutes past twelve! The clock has stopped!"

I looked at my watch. It was true. The big clock refused to welcome the New Year. At that moment, everybody began to laugh and sing.

1. When did the clock stopped?

- | | |
|-------------|-------------|
| a. At 5.12 | c. At 11.55 |
| b. At 12.00 | d. At 12.02 |

2. Why did the people gather under the Town Hall clock?

- a. To welcome the New Year
- b. To strike the laughing people
- c. To see the newly bought clock
- d. To stop people who shouted

3. Based on the text, where was the writer?

- | | |
|------------------------------|------------------|
| a. At the center of the town | c. At the beach |
| b. At home | d. At the market |

4. When did the event happen?
- a. in the middle of the year
 - b. the end of the year
 - c. Christmas celebration
 - d. at the weekend as usual
5. Which of the following is not true according to the text?
- a. the writer was waiting to celebrate the New Year.
 - b. the writer brought a watch.
 - c. the writer was very happy.
 - d. The writer celebrated the New Year with his family.
6. What probably happened when someone shouted that the clock stopped?
- a. everybody directly celebrated the New Year
 - b. everybody sing and laugh.
 - c. everybody looked for a watch.
 - d. everybody shouted too.
7. What does the first sentence tell you?
- a. The problem that the writer met
 - b. The opening of the story
 - c. The funny thing in the story
 - d. The past event
8. "It would strike twelve in twenty minutes" time." The underlined word refers to ...
- a. the clock
 - b. author's watch
 - c. The town
 - d. The place
9. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock. What is the closest meaning of the underlined word?
- a. mass
 - b. big
 - c. many
 - d. Lots of
10. "The big clock refused to welcome the New Year" What is the synonym of the word
- a. reject
 - c. admit

b. accept

d. hate

This text for questions number 11 to 15



Go To Beach

Last week, my friend and I rode our bikes to the beach. It was only five kilometers from our houses.

It was quite windy and there was hardly anyone there. It surprised us because there were always many people coming there on the weekends. So, we had the beach on our own. We bought some hot chips, rode our bikes, played in the water and sat under the trees.

We really had a great time.

11. Where did the story happen?

a. in a house

c. at the store

b. in a water

d. at the beach

12. How did they go to the beach?

a. by bicycles

c. by bus

b. by car

d. by boat

13. Who did the writer and his friend find when they reached the beach?

a. many people

c. almost no one

b. many visitors

d. foreign tourist

14. How did the writer think about the trip?

- a. It was an unpleasant trip
- b. It was a horrible trip
- c. It was a funny trip
- d. It was a good trip

15. "It was only five kilometers from our houses." (line 1). The word "It" refers to....

- a. bike
- b. chip
- c. beach
- d. house

This text for questions number 16 to 17



Embarrassed Experience

Last week, I had to teach a new English class. I read the list of new students' names. It was kiddies' group since they were about 9 and 10 years old.

That was the first day of The Spanish carnival, so I wanted to wear the most appropriate suit for the children's class. Most kids usually dress up at carnival I thought. It would be more interesting if their teacher was also in carnival spirit. That was why I decided to wear my teddy bear suit and bring cuddly toys in my box. And that was what I did. I walked through the door happily. The director watched me completely astonished. I smiled and looked straight at her. With a man beside her, she said, "Good afternoon. I'd like to introduce you to Mr. Mendez, the director of Delta company. He is one of the participants of English course that you will teach today."

Oh my God! I nearly died! The secretary apologized to me for wrong details of my new class.

16. The secretary apologized to the writer because.....

- a. The writer wore his teddy bear suit
- b. She did not remember the carnival day

- c. She did not know Mr. Mendez was in the class
- d. She has given the wrong details of the new class

17. Who is the main character in the story?

- a. The writer
- b. Mr. Mendez
- c. The director
- d. The secretary

This text for questions number 18 to 22



Visit The Botanical Garden

On Thursday 24 April we went to the Botanical Gardens. We walked down and boarded the bus.

After we arrived at the garden, we walked down to the Education Centre. The third grade students went to have a look around. First, we went to the first farm and Mrs. James read us some information.

Then, we looked at all the lovely plants. After that we went down to a little spot in the Botanical Garden and had a morning tea break. Next, we did sketching and then we met the fourth grade students at the Education Centre to have lunch. Soon after that, it was time for us to go and make our terrariums while the fourth year students went to have walk.

A lady took us into special room and introduced herself, then she explained what we were going to do. Next, she took us to a pyramid terrarium. It was really interesting.

After we had finished, we met the fourth grade students outside the gardens. Then we reboarded the bus and returned to school.

18. Most events mentioned in the text happened....

- | | |
|--------------------------------------|--------------------------------------|
| a. at the Education Centre
Garden | c. on the bus to Botanical
Garden |
| b. in the botanical garden | d. outside the school |

19. The writer of the text is....

- | | |
|----------------------------|---------------------------|
| a. a fourth grade students | c. a third grade students |
| b. a school teacher | d. Mr. and Mrs. James |

20. What did the fourth grade students do after lunch?

- a. They had a walk
- b. They made their terrarium
- c. They returned to school
- d. They went to a pyramid terrarium

Name :

Class :

POST-TEST II

Choose the best answer by crossing (x) a,b, c, or d!

Terrible Day



The Terrible Day I am so glad that today is over. So many things have gone wrong. For some reasons I didn't sleep a wink last night. I was very tired when Mum called me this morning. I fell asleep again until Mum called me again. That snooze made me late.

I did not have time for breakfast. I was starving as I ran to catch the school bus. I just missed it. Dad had to ride me to school. He was late for teaching at his school and he was furious with me. He scolded me for being late.

I arrived at school on time. The teacher asked us to hand in our homework. My homework was not in my bag. I had forgotten to put it in my bag the night before. I usually check my bag in the morning. I did not do this because I was late I had to do extra assignment as a punishment.

After Biology lesson, I did not tie my shoelace properly. I tripped over it. And fell down the stairs. I hurt my knee and had to have a bandage on it. What a terrible day! I hope that I have much better one tomorrow.

1. What is the purpose of the text?

a. To explain about something wrong

- b. To inform about the writers activities
 - c. To entertain the readers about the funny story
 - d. To retell about the writer's terrible day
2. The generic structure of the last paragraph is called
- a. reason
 - b. re-orientation
 - c. orientation
 - d. complication
3. What made everything went wrong?
- a. He got up late in the morning
 - b. He got punishment from his teacher
 - c. He came to school on time
 - d. His father was late to ride him
4. "He" in Line 5 refers to.....
- a. His father
 - b. His mother
 - c. I
 - d. She
5. What was happened with his homework?
- a. his homework was in his bag
 - b. his homework was not in his bag
 - c. he collected his homework
 - d. he didn't his homework
6. Assignment in line 9 similiar meaning to....
- a. Task
 - b. Punishment
 - c. Forget
 - d. Learning
7. Why the terrible day happened?
- a. He didn't sleep a wink last night
 - b. He didn't want to go to school
 - c. He did sleep a wink last night
 - d. He didn't have time for breakfast
8. "It" in line 11 refers to....
- a. Shoelace
 - b. Tie
 - c. Properly
 - d. Biology lesson

9. Hope in line 12 similar meaning to....

- | | |
|---------|-------------|
| a. wish | c. future |
| b. life | d. terrible |

10. Which of the following statement is not true according to the text?

- a. The writer didn't sleep a wink at that night
- b. He didn't hand in his homework
- c. He had breakfast before leaving for school
- d. He fell down the stairs

This text for question number 11-14

My Holiday was Fantastic



I really enjoyed my holiday in Australia. Last Sunday I visited a marine park called Sea World which is at surfers' Paradise near Brisbane. It's Australia's largest marine park and I had a wonderful day there.

The first thing, I saw was the Oceanorium where you can watch all sorts of sea fish and animal under water. There were huge turtles, sharks, and a beautiful tropical sea fish. The most exciting thing was watching a man feeding the sharks. He wore a special diving suit. Then I watched the performance of sea animals. The saw was in a big outdoor swimming pool. There were killer whales, dolphins and sea lions, and they did all sort of fantastic things in the water. One of the girls in the show rode around the pool on the back of killing whale, and another girl rode underwater on the back of a big turtle. After the saw I had lunch. There were several big restaurant at the park and I had lunch in

a restaurant that was shape like a ship! Then I watched a wonderful water-ski show which was held on a lake.

There were lots of other things to do at the park. There was lake cruising, a train ride, a big water slide, swimming pools, and an incredible roller coaster called the “corkscrew” because it goes three loops upside down. But I wish I had gone on the roller coaster ride before lunch rather than after it!

11. Which of the following sea animals is known as “killer”?

- | | |
|--------------|------------|
| a. Sea lions | c. Seals |
| b. Whales | d. Dolphin |

12. What is the purpose of the text?

- a. To describe Australian Marine Park.
- b. To entertain the reader about Marine Park
- c. To tell about how to go Australian Marine Park
- d. To retell Writer’s experience in Marine Park

13. Which of the following had made the writer very excited?

- a. Watching a girl riding on a back of a turtle
- b. Watching a girl riding on a back of a whale
- c. Watching a man feeding the shark
- d. Riding the roller coaster

14. There were huge turtles, sharks, and a beautiful tropical sea fish.” (Paragraph 2) The antonym of the underlined word is

- | | |
|-------------|------------|
| a. tiny | c. massive |
| b. enormous | d. wide |

This text for question number 15-20

Visited Yogyakarta



On wednesday, my students and i went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On thursday, we visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa, and Wisnu temples. They are really amazing. We visited only Brahmana and Syiwa temples, because Wisnu temple is being renovated.

On friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. We heard the announcement that Borobudur get would be closed at 5 p.m.

In the evening we left for Jakarta by wisata bus.

15. The text above mainly discusses about....
 - a. the writer's trip to Yogyakarta
 - b. the writer's first visit to Prambanan
 - c. the writer's impression about the guide
 - d. the writer's experience at Yogya Kraton
16. The purpose of the text is to....
 - a. tell past events
 - b. entertain readers
 - c. describe the smugglers
 - d. report and event to the police
17. What are the big temples in Prambanan?
 - a. Borobudur, Syiwa, and Brahmana temples
 - b. Paria, Brahmana temples
 - c. Brahmana, Syiwa, and Wisnu temples
 - d. Wisnu, Syiwa, and Borobudur temples
18. We were lucky because we were led by a smart and friendly guide. ." (Paragraph 3)
 The synonym of the underlined word is
 - a. stupid

c. clever

b. amazing

d. bright

19. When did they go home

a. on saturday morning

c. on friday mornin

b.

on friday afternoon

d. on saturday evening

20. Why did they only visit Brahmana and Syiwa temples?

a. because there was no Wisnu temple

b. because Wisnu temple was amazing

c. because Wisnu temple was being repaired

d. because Wisnu temple was being destroyed

APPENDIX III

Key Answer

No.	Pre Test	Post Test 1	Post Test 2
1	C	C	D
2	A	A	B
3	A	A	A
4	B	B	B
5	D	D	A
6	C	C	A
7	B	B	A
8	A	A	A
9	D	D	A
10	A	A	C
11	D	D	B
12	A	A	D
13	A	A	B
14	D	D	A
15	C	C	A
16	D	D	C
17	A	A	C
18	B	B	C
19	C	C	B
20	B	A	C

APPENDIX IV

STUDENTS' ATTENDANCE LIST

NO	Name of Student's	Meeting 1	Meeting 2	Meeting 3	Meeting 4
1	Alda Saima Putri	✓	✓	✓	✓
2	Aldian Jumari Siregar	✓	✓	✓	✓
3	Alpi Syahri	✓	✓	✓	✓
4	Andre PrN atama	✓	✓	✓	✓
5	Annisa Hidayah Lubis	✓	✓	✓	✓
6	Apso Harahap	✓	✓	✓	✓
7	Asdayanti Lubis	✓	✓	✓	✓
8	Edi Dalimunthe	✓	✓	✓	✓
9	Henri Harahap	✓	✓	✓	✓
10	Ikbal	✓	✓	✓	✓
11	Irwansyah	✓	✓	✓	✓
12	Jainal Abidin Siregar	✓	✓	✓	✓
13	Junedi Parapat	✓	✓	✓	✓
14	Majid Harahap	✓	✓	✓	✓
15	Murni	✓	✓	✓	✓
16	Salwa Siregar	✓	✓	✓	✓
17	Saparuddin Dalimunthe	✓	✓	✓	✓
18	Tri Utami Sipahutar	✓	✓	✓	✓
19	Umro Lania Hasibuan	✓	✓	✓	✓

20	Yogi Adiansyah Sir	✓	✓	✓	✓
21	Yudi Ansar Hrp	✓	✓	✓	✓
22	Yunus Siregar	✓	✓	✓	✓
23	Yusti Ramadani	✓	✓	✓	✓

APPENDIX V

Students' Name and Initial

NO	Name of Student	Initial
1	Alda Saima Putri	ASP
2	Aldian Jumari Siregar	AJS
3	Alpi Syahri	AS
4	Andre PrN atama	AP
5	Annisa Hidayah Lubis	AHL
6	Apso Harahap	AH
7	Asdayanti Lubis	AL
8	Edi Dalimunthe	ED
9	Henri Harahap	HH
10	Ikbal	I
11	Irwansyah Dalimunthe	ID
12	Jainal Abidin Siregar	JAS
13	Junedi Parapat	JP
14	Majid Harahap	MH
15	Murni	M
16	Salwa Siregar	SS
17	Saparuddin Dalimunthe	SD
18	Tri Utami Sipahutar	TUS
19	Umro Lania Hasibuan	ULH
20	Yogi Adiansyah Sir	YAS

21	Yudi Ansar Hrp	YAH
22	Yunus Siregar	YS
23	Yusti Ramadani	YR

APPENDIX VI

Interview the students in the First Time

- I : Apakah kalian suka pelajaran Bahasa Inggris? Mengapa?
- The student 1 : Tidak miss, karena saya tidak mempunyai banyak kosakata miss.
- The students 2 : Suka miss, tapi kadang tidak tahu artinya.
- The students 3 : Suka miss, karena saya suka pelajaran bahasa Inggris.
- I : Menurut kamu materi reading itu mudah dipahami atau sulit? mengapa?
- The student 1 : Susah miss, karena kita harus tahu artinya baru paham apa isinya.
- The students 2 : Tidak miss, karena kalau kita tahu artinya kita tahu apa isinya, harus banyak kosakata menurut saya miss.
- The students 3 : Terkadang sulit miss, tergantung teksnya miss, tapi kalau tidak tahu saya biasanya melihat artinya di dalam kamus.
- I : Bagaimana kalian untuk memahami materi reading?
- The student 1 : Dengan cara melihat artinya di kamus miss.
- The students 2 : Saya juga miss dengan cara lihat kamus, tapi terkadang saya bertanya ke teman juga miss.
- The students 3 : lihat dikamus miss, dan kadang-kadang tanyak sama guru miss.
- I : Bagaimana biasanya guru mengajarkan materi reading?

The student 1 : Biasanya ibu guru menyuruh kami membacanya dengan dibimbingnya, kemudian yang lain mendengarkan miss.

The students 2 : Iya miss, ibu guru menyuruh kami membaca, kemudian setelah itu baru terkadang ibu artikan teksnya, tapi terkadang hanya kosakata sulit yang dikasih tahu oleh ibu guru artinya.

The students 3 : Iya miss, setelah reading kalau ada soal, selanjutnya ibu guru menyuruh kami mengerjakan tugas sesudahnya.

Interview the students after implementing verb search game strategy

I : Bagaimana menurutmu belajar reading comprehension dengan menggunakan strategy THIEVES?

The Students 1 : Lumayan membantu miss, karena langkah-langkahnya cukup membantu memudahkan materi membaca miss.

The Students 2 : Iya miss, dengan strategi ini, kita jadi punya cara bagaimana agar paham materi reading.

The student 3 : menyenangkan miss. saya merasa cukup bisa memahami materi reading.

I : Apakah THIEVES strategy ini cukup baik untuk membantu memahami materi reading?

The students 1 : iya miss, menurut saya strategi ini cukup baik miss.

The students 2 : iya miss, karena dengan strategi ini kita mempunyai cara untuk memahami teks lebih mudah.

The students 3 : iya miss, karena saya baru kali ini belajar menggunakan strategi ini, dan menyenangkan miss, dan saya lebih mudah memahami materi reading dengan cara miss mengajar yang seperti ini.

Interview with the teacher before using THIEVES strategy

I : Good morning Miss

Teacher : Good morning

I : I want to aks you mom, how the students' ability in reading comprehension?

Teacher : Their ability is variated, there are low and high.

I : How do you in teaching reading? is there special technique in teaching reading?

Teacher : I ask them to reading aloud, and the other students listen to the students is reading, and sometimes I guide them to translate the text, after that I ask them to answer the question based on the text.

I : What is the difficulties you have in teaching reading comprehension?

The teacher : The students get difficulties to conclude the text, although they know the meaning of the word, that causes students' answer is wrong is their work. But most of them lack in vocabulary also

I : How do you to solve the problem ?

Teacher : I ask them to find out the meaning in dictionary and guide them to translate the text together.

Interview with the teacher after using Verb Search Game strategy

I : Good morning miss

Teacher : Morning

I : what do you think about THIEVES strategy to improve the students' ability in reading comprehension?

Teacher : After using THIEVES strategy the competence of the students is better. They become enthusias and spirit in learning process, and ask the teacher.

I : Do you get difficulties to implement this stratgey?

Teacher : For the first, yes, because the procedure of the strategy i don't master yet, and most of students is noisy and talking with their friend. But in the next, I see the enthusiastic and spirit from the students in reading material.

I : Do you get motivation after use THIEVES strategy?

Teacher : Yes, of course, it's very motivated. Because this strategy can help the students to comprehend the text easier. As we know that reading is one of skill in english, so it's vey important. With this strategy, can help them to understand the reading text, and the strategy that use is not monotonous.

I : Okay miss tank you for your time.

Teacher : You're welcome

APPENDIX VII

OBSERVATION SHEET

1. cycle I :
Date :
Time :
The number of students :

Put a checklist () in column 1,2,3,and 4 Based on Observation

1= Poor 2= Fair 3= Good 4= very good

FOCUS	TOPIC	1	2	3	4
The teacher	<ul style="list-style-type: none">- Explanation the material by the teacher- The teacher's pronunciation in teaching the material- The teacher's intonation in teaching the material- The teacher's grammar in teaching the material- The using of media by the teacher- The teacher chooses the right media with the material- Students are helped to understand the material easier by media- Spirit and enthusiastic of the teacher in teaching- The teacher manages the time effectively and effeciently- The teacher asks question to the students- The teacher concludes the lesson				

The Students	<ul style="list-style-type: none"> - The students' attitude in learning and teaching process - The students' enthusiastic in learning and teaching process - The students work individually in doing their task - The students' activeness in learning and teaching process - The students comprehend the lesson in learning and teaching process - The students answer the question from the teacher - The students' respond to the topic given - All the students do their task 				
Context	<ul style="list-style-type: none"> - The classroom is quiet - The classroom is comfortable (clean and calm) - The classroom has teaching aids (marker, whiteboard, duster, and so on) 				

2. Cycle II :

Date :

Time :

The number of students :

Put a checklist () in column 1,2,3,and 4 Based on Observation

1= Poor 2= Fair 3= Good 4= very good

FOCUS	TOPIC	1	2	3	4
The teacher	<ul style="list-style-type: none"> - Explanation the material by the teacher - The teacher's pronunciation in teaching the material - The teacher's intonation in teaching the material - The teacher's grammar in teaching the material - The using of media by the teacher - The teacher chooses the right media with the material - Students are helped to understand the material easier by media - Spirit and enthusiastic of the teacher in teaching - The teacher manages the time effectively and effeciently - The teacher asks question to the students - The teacher concludes the lesson 				

The Students	<ul style="list-style-type: none"> - The students' attitude in learning and teaching process - The students' enthusiastic in learning and teaching process - The students work individually in doing their task - The students' activeness in learning and teaching process - The students comprehend the lesson in learning and teaching process - The students answer the question from the teacher - The students' respond to the topic given - All the students do their task 				
Context	<ul style="list-style-type: none"> - The classroom is quiet - The classroom is comfortable (clean and calm) - The classroom has teaching aids (marker, whiteboard, duster, and so on) 				

CURRICULUM VITAE

PERSONAL DETAILS

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